

Person Specification for a Support Assistant - Level 4

The Governors are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for the successful candidate.

Knowledge and Qualifications

Essential	Desirable
• Good academic standard of general education to GCSE/A Level standard/NVQ 2 or equivalent or proven work experience at these levels • Excellent numeracy and literacy skills including Level 2 English and Maths or equivalent • Participated in training related to various national strategies e.g. literacy and numeracy	• Achieving the national standards for HLTAs and completion of a nationally recognised HLTA qualification within one year of employment in role • NVQ 2 or NVQ 3 for teaching assistants or equivalent qualifications (NNEB) • First Aid Certificate or equivalent

Experience

Essential	Desirable
• Working with children of the relevant age • Working with children with SEMH and other additional needs • Experience of supporting behaviour in a secondary school setting • Experience of planning effective actions for students at risk of underachieving • Basic clerical skills • Supervising small groups of children • Experience of making contact and dealing with parents/carers of students	• Experience of making contact and dealing with external agencies • Worked as an HLTA • Experience of planning effective actions for pupils at risk of underachieving



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CATHOLIC ACADEMY

Skills and Competencies

Essential	Desirable
• Able to manage challenging behaviour and implement appropriate boundaries and de-escalation • Can set clear expectations and support students in making positive choices • Confident to cover whole classes where work has been set and teachers are not available • Effective ICT skills and experience of using ICT in a learning environment • Ability to use other types of learning technology • Strong communication skills • Able to work as a member of a team, understanding their role in the classroom and wider school and associated responsibilities • Understanding of codes of practice and recent relevant education	• Understanding of trauma informed approaches and restorative practices • NVQ 2 ICT Qualification • Experience of leading or supervising a team • Good understanding of the principles of child development and the learning process

Physical, mental and emotional demands

Essential	Desirable
• The ability to work to deadlines and prioritise tasks to meet changing demands • The job involves direct personal contact with people whose personal circumstances or behaviour may place emotional demands on the post holder • Willingness to participate in training and development • There may be some degree of manual handling duties required if supporting students with additional needs • Willingness to participate in training and development	